

University Place

SU STUDENTS GAIN NEW SENSE OF JEWISH IDENTITY THROUGH ISRAEL EXPERIENCE

Brian Cohen '00 stood on the roof of an apartment building in Jerusalem's Old City. To his left, church bells rang; from a nearby mosque he heard the Muslim call to prayer. Looking down, he saw Jews praying at the Western Wall. "I was at the center of three religions," recalls Cohen, now an assistant account executive at Modern Media in Connecticut.

Visiting the Old City, which is of historical significance to Judaism, Islam, and Christianity, was Cohen's most meaningful experience during a 10-day trip to Israel. Then an advertising major in the S.I. Newhouse School of Public Communications, Cohen was among 60 Syracuse University students who traveled to Israel last winter as part of an inaugural trip sponsored by Birthright Israel, a Jewish philanthropic organization that is dedicated to creating a long-term, significant relationship between Jewish students and Israel. An estimated 6,000 students nationwide have visited Israel through the program.

Sivan Kaminsky, executive director of Hillel at Syracuse University, says Jewish students apply online for the free program. To be eligible, they must be between the ages of 18 and 26, must be enrolled full time at a university, and must be making their first peer trip to Israel. The program is funded by individual donors, the Israeli government, and United Jewish Communities, a group of Jewish federations that raises money locally and allocates it to organizations and agencies for programming. "Birthright Israel is a gift from the Jewish community to Jewish students," Kaminsky says. SU is ideal for the program, he says, because of its significant Jewish population and the Hillel community, which recruits students for the trips.

Cara Karp '00, one of five SU students who visited Israel this past summer through the program, remembers beginning her tour, jet-lagged, with a three-hour hike up a mountain. "During our 10 days there, we rappelled down a mountain, climbed up and down Masada [an ancient fortress], swam in the Dead Sea, and really bonded as a group," says Karp, a graduate of the Newhouse School's

television-radio-film program with a dual major in psychology from the College of Arts and Sciences. "We hiked every day and were pushed to the limit, both physically and emotionally."

The tour takes students to many of the country's historic sites and cities, including Jerusalem, Tel Aviv, Tiberias, Haifa, Masada, and the Dead Sea. Karp and her group had an emotional visit to *Yad Vashem*, the Holocaust museum, and the grave of David Ben-Gurion, Israel's first prime minister. Throughout their travels, the students had numerous discussions and debates with Israeli peers about topics ranging from religion to current events. Having Israeli students with them on the trip, Karp says, gave her a strong sense of life there. "The stories they told and the opinions they had were far more educational and interesting than anything a tour guide or book could offer," she says.

Kaminsky says SU Hillel staff accompany the students to determine their interests and help them build a Judaic network. The trip allows students to meet and share experiences, and Hillel continues this connection back on campus. "We emphasize the importance of the activities before and after the trip," says Kaminsky.

Before leaving, students participate in an orientation and may take a crash course in Hebrew. Once students return to SU, Hillel encourages activities that allow them to share newfound interests and experiences, hosting

such events as reunions, dinners, and photo-exchange nights. The students also return from Israel with a new sense of Jewish identity. For some students, Kaminsky says, the trip inspires involvement in the religious activities of the Jewish campus community; others immerse themselves in the history and culture of Judaism and Israel. "It provides a lifetime connection to a community," Kaminsky says.

Karp is thankful for the opportunity. She says the trip helped her grow as a person, and she now feels more connected to her religion and to Israel. "This is a chance to find your limits, learn endless lessons and information, and make lifetime friends," Karp says.

—KATHLEEN KREUTER



SU students Mara Golden and Steve Schnall dig at a cave excavation at Tel Maresha National Park.

courtesy of su hillel



school of Architecture

PROFESSOR DESIGNS CHILDREN'S INTERACTIVE GALLERY AT EVERSON MUSEUM OF ART

Most kids would rather play video games than go to an art museum. After all, video games are fun and exciting—art museums are dull and boring. Perhaps that was true in the past, but organizers of the Children's Interactive Gallery at the Everson Museum of Art in Syracuse have changed all that. Curated by Marion Wilson of the Everson and designed by architecture professor Lawrence Davis, this dynamic exhibition engages the whole family in a hands-on arts education experience. "The Children's Interactive Gallery is not a Discovery Zone or substitute baby-sitter," Davis says. "The museum's intention is to introduce children to art as an exciting, vital part of everyday life. We hope this experience makes them less intimidated by museums."

The gallery features a variety of self-explanatory activities designed to blur the boundaries between viewer and object. In one corner, children are invited to turn wooden blocks into unique architectural designs. In another, budding artists can draw and paint at computer work stations, rearrange puzzle pieces depicting famous artwork, or read colorful art books that practically jump off a table demanding to be read.

Moving through the exhibition's portraiture area, children are encouraged to draw self-portraits in crayon. They create new identities by trying on various costumes and then have their portraits photographed in front of painted backdrops chosen from the museum's permanent collection. An inscription on the wall asks: "What kind of clothes will you wear? What kind of story will you tell?" Davis says teenagers in particular seem to enjoy this part of the exhibit, perhaps because they're struggling with their own identities.

Davis designed the interactive gallery for an open space on the museum's lower level. "I used the language of building construction [tectonics] by showing the 2-by-6s in their raw form," he says. "A collage of different kinds of materials gives the gallery a playful feel, pinwheeling around the proscenium to generate a sense of movement. The project also attempts to use its articulated form and spaces to relate to the scale of children."

In the project's second phase, children will examine pieces from the museum's premier ceramics collection, then try different sculpting techniques with clay. "Among the things I've learned by designing the gallery is that education is now as important a part of museums as showing and preserving art," Davis says. "It's been gratifying to create something so meaningful at the grass-roots level."

—CHRISTINE YACKEL



The Children's Interactive Gallery at the Everson Museum engages visitors in fun, educational activities.

brantley carroll photography



college of Arts & Sciences

DEPARTMENT OF PHILOSOPHY FOSTERS A THRIVING CULTURE FOR METAPHYSICS

While most of us are trying to figure out how to program our VCRs, philosophers are debating whether VCRs even exist. According to Stewart Thau, associate dean of the College of Arts and Sciences and former chair of the Department of Philosophy, this questioning of time, space, and the basic structure of reality is known as metaphysics, or the "study of what is truly real."

Philosophical debate includes four main areas of study—metaphysics, epistemology (the theory of knowledge), logic, and moral philosophy. The Department of Philosophy's greatest strength is metaphysics. "Fortunately, three mid-career metaphysicians joined senior faculty members José Benardete and Philip Peterson," says Thau. "Clearly, Ted Sider, John Hawthorne, and Dean Zimmerman bring tremendous talent and prestige to the philosophy department."

The National Research Council consistently ranks the philosophy department's Ph.D. program in the top 25, making it the second-highest-rated doctoral program at SU. The department's national reputation was further enhanced this past summer when it hosted Metaphysical Mayhem V, an invitation-only conference that attracted leading metaphysicians from around the world. Scholars from Oxford University, Notre Dame, Princeton, the University of Colorado, Cornell University, and other major philosophy programs discussed such topics as the nature of mental causation; distinguishing essential properties of things from their accidental properties; theories of truth, vagueness, and causation; and the question of whether metaphysical theories of the nature of physical objects are ever true.

The conference gave philosophy department faculty members and graduate students opportunities to participate in developing some of the most important ideas being debated today in metaphysics. "It connected all of us with current work being done by major figures in the field of metaphysics in the United States and abroad," says Tom McKay, chair of the philosophy department. "Now that the annual conference has its permanent home at Syracuse, it will make the University increasingly well-known throughout the profession, as more philosophers come to know about the work being done by our faculty members and graduate students, and the thriving culture for philosophical discussion that Syracuse provides."

Although the number of undergraduate philosophy majors at Syracuse is relatively small—about 40—the department makes a significant contribution to the education of undergraduate students throughout the University. In fact, the philosophy department offers courses that satisfy the liberal arts core requirements to more undergraduate students than most other departments in the College of Arts and Sciences. Thau believes this is because philosophy expands the imagination and develops the intellectual flexibility and verbal skills needed to succeed in a variety of professions. "Philosophical debate is an excellent foundation for anyone going into science, law, or medicine because it teaches you how to reason and think," he says. "At its deepest level, philosophy is the foundation of all science."

—CHRISTINE YACKEL



school of Education

NEW COUNSELING AND HUMAN SERVICES CHAIR BUILDS ON PROGRAM'S STRENGTHS

For Janine M. Bernard, timing was everything. Taking over as chair of the graduate Counseling and Human Services Programs this fall, Bernard inherited a solid, well-respected department with a balance of veteran and new faculty members. "There's a lot of energy here to build on the department's strengths," she says. "Our goal is to enhance our status in the profession so that we are seen as a key program nationally, especially at the doctoral level. We'll look at where we want to be 10 years from now. You only get a few opportunities to do that within a department."

Bernard came to SU highly regarded in her field. A counselor educator for 15 years at Fairfield University in Connecticut, she received the American Counseling Association (ACA) 2000 Arthur A. Hitchcock Distinguished Professional Service Award for significant contributions to the profession. According to the ACA, Bernard's 1979 article in the journal *Counselor Education and Supervision* changed the profession's view of clinical supervision. She also published a well-regarded textbook, *Fundamentals of Clinical Supervision*. She served on the board of directors of the National Board for Certified Counselors from 1993 to 1999, and was chair from 1997 to 1998. During her tenure, the board developed the Approved Clinical

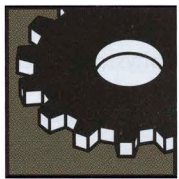
Supervisor credential, and she worked at the state level to obtain licensing for professional counselors in Connecticut.

Bernard was attracted to counseling because of its focus on human development. "I see counseling as an optimistic discipline," she says. "I believe most of us have the capacity to take the next positive step in our personal journey. Counseling isn't a cure-all, but it always involves the potential for positive development." The field is a blend of psychology and education, she says, and counselor educators must strive to balance the two. "To become recognized as a legitimate mental health field, we established ourselves in the world of psychology," she says. "In doing that, we risked losing the educational component. We've had to balance both the remedial and the preventive worlds. I like to say we're the health club of the mental health field—we don't want to lose that aspect."

Counseling departments, she says, must remain aware of the personal nature of the field. "We need to be vigilant about challenging students to integrate counseling knowledge intellectually and personally," she says. "Our students take their education in counseling personally. The challenge for faculty is to provide a healthy context for students to do the work they'll need to succeed."

Bernard is looking forward to working with SU's rehabilitation counseling programs, a new experience for her. "I've never worked as a faculty member in a department that had programs in rehab counseling as well as counselor education," she says. "That's an exciting blend, because we have to keep in mind at all times people who are challenged by physical or mental disabilities, and how what we're teaching serves those people as well as school or college counseling populations. I like that balance, because each specialty can inform the other."

—GARY PALLASSINO



L.C. Smith college of Engineering & Computer Science

ENGINEERING EDUCATION SCHOLARS WORKSHOP GUIDES NEW FACULTY TOWARD SUCCESS

With the support of a three-year grant from the National Science Foundation (NSF), the L.C. Smith College of Engineering and Computer Science and the Graduate School have teamed up to help shape the training of future engineering professors. Representatives from the two schools joined personnel from Howard University and the University of New Hampshire this past summer to present the Engineering Education Scholars (EES) workshop in Durham, New Hampshire. The goal of the interactive workshop was to provide aspiring or new engineering faculty members with strategies and tools to improve their teaching.

Civil engineering professor Sam Clemence, co-director of the workshop, says when the project began he felt it would be an invaluable tool for aspiring faculty. And he wasn't disappointed. "This workshop was one of the most stimulating experiences in my academic career," he says. "The responses from participants have been overwhelming—they feel empowered and well-prepared to become effective teachers and researchers at their institutions."

The NSF awarded more than \$320,000 to SU to develop the three-year project, which will continue with a workshop in summer 2001 at



Howard University and finish the following summer at SU. The three institutions are nationally known for their faculty preparation programs, such as SU's Future Professoriate Project.

Stacey Lane Tice, assistant dean of the Graduate School and co-director of the workshop, says the workshop was effective because it was interactive and comprehensive. Participants created lesson plans, wrote grant proposals, and used various methods of classroom instruction, receiving feedback from the professors and their peers. "We have some of the most talented engineering professors in the Northeast guiding the participants," Tice says. "In similar settings you only have people from an education background. They are excellent, but having professors from the discipline enhances the process."

Shobha Bhatia, professor of civil engineering, and Shiu-Kai Chin, professor of electrical and computer engineering, joined Clemence as the SU representatives on the workshop faculty.

Jae Oh, a new SU faculty member, felt fortunate to attend the EES workshop. "I am still amazed that in three days we were exposed to so many topics, such as syllabus development, proposal writing, classroom instruction, the balance between professional and personal life, the list goes on," Oh says. "I definitely believe that attending the workshop helped ease my transition."

—JONATHAN HAY



Graduate school

DOCTORAL STUDENT WORKS TO IMPROVE WOMEN'S RESPONSES TO THREAT OF RAPE

Rape-prevention programs generally do a good job of teaching women to defend themselves against attackers. But learning self-defense doesn't necessarily give women the confidence to use the techniques in a crisis. Psychology doctoral student Janine Castle G'98 hopes her research on women's responses to rape will help create a systematic approach to teaching women self-efficacy—the power to influence outcomes. “If you don't feel confident defending yourself, you're not likely to use self-defense techniques,” she says. “You're not going to resist because you don't feel you can succeed.”

Castle's work in predicting behaviors that prevent rape garnered her a student research award from the American Psychological Association, as well as a scholarship award from the SU Women's Studies Program. She's long been interested in women's issues, having researched responses to the threat of rape as her thesis for a master's degree in psychology. For her doctoral work, she set out to learn why some women choose active responses—such as kicking their attacker, screaming, or running away—while others react passively, trying to plead with the rapist or turning cold and unresponsive. “It's better for women if they use more active responses and a greater number of responses to defend themselves,” she says. “These women end up

resisting rape.” Further analysis showed a significant relationship between a woman's self-efficacy and past experience with sexual assault, Castle says. “The women who had experienced a prior sexual assault or rape were more accurate in their estimations of their ability to cope with the situation,” she explains. “Those who felt more capable of coping with the threat of rape were more likely to choose a greater number of prevention behaviors. Women without that experience were unable to predict how they would cope, and showed no relationship between their abilities and choice of prevention behaviors.”

Self-efficacy is commonly used in psychological study, Castle says. “You see the same thing when you're looking at how students perform in school. If they feel capable, they perform better and keep performing. If they don't feel capable, they shy away from the subject or don't do as well.” While some rape-prevention programs address self-empowerment, Castle says, almost none take a systematic approach to building it. “Many programs do things that improve self-reliance indirectly, or in a less scientific manner,” she says. “But these programs could actually measure self-efficacy and focus on improving it. The idea would be to expose women to prevention behaviors so they could feel more comfortable with such behaviors and become more confident. And if they feel more confident, in the event of a rape, they will better defend themselves.”

—GARY PALLASSINO



Janine Castle G'98 studies women's responses to rape.

steve sartori



college for Human Development

NUTRITION AND HOSPITALITY MANAGEMENT PROJECT REACHES OUT TO THOSE IN NEED

Learning how to care for people who are hungry, homeless, or homebound is the motivation behind the Department of Nutrition and Hospitality Management's Community Service Project. During a three-week rotation at local emergency food programs, graduate-level dietetic students explore the special nutritional needs of disadvantaged populations. Participating agencies include outreach kitchens, food banks, and senior nutrition programs. “We believe community service experience helps students put a human face on hunger and poverty,” says Debra Connolly, field placement administrator. “As a result, they'll be more sensitive when encountering clients with special needs in hospitals and other settings, and know how to make appropriate referrals.”

The Community Service Project, the first of its kind in the nation, was created in 1989 with a \$40,000 grant from the Allen Foundation. Before the project began, nutrition faculty discovered that many dietetic students were hesitant to work with low-income families. “We want students to take off their clinical caps, know what real life is like, and learn that nutrition is only one piece of many complex issues going on in people's lives,” says Kelly Boswell, community ser-

vices coordinator. “We want to take students out of the ‘health care box’ and prepare them to help people of all ages and circumstances.”

With support from three additional Allen Foundation grants, the scope of the Community Service Project expanded to include dietetic research and education. During the past 11 years, students helped prepare a policies and procedures manual for the Food Bank of Central New York; updated a section of the *Onondaga County Food Resources Guide* for food co-ops; prepared easy-to-read leaflets on nutritional tips and shopping ideas to extend the family food dollar; and developed sample snack ideas, cooking demonstrations, and informal talks on the importance of following good nutritional habits. This year a new component was added, with each student acting as a client in a simulation designed to provide insight into what it's like to apply for public assistance. “This experience serves our graduates well as professional dietitians dealing with vulnerable populations,” Connolly says.

The Community Service Project is now fully integrated into the dietetic curriculum and continues to attract students from all walks of life. Many students choose to come to SU specifically for the community service rotation, and go on to rewarding careers in community nutrition. Several Onondaga County WIC (Women, Infants, and Children) coordinators completed the program, and former community services coordinator Elizabeth Crockett G'85 is now the executive director of the Central New York office of Family Ties, a perinatal health organization. “It's truly remarkable for a dietitian to head such an agency,” Connolly says. “It shows that the Community Service Project is having a significant impact on the field of community nutrition.”

—CHRISTINE YACKEL



school of Information Studies

PARTNERSHIP ESTABLISHES THE CENTER FOR EXCELLENCE IN BROADBAND APPLICATIONS

The School of Information Studies and Alcatel Internetworking Inc. are creating a center to evaluate, test, and demonstrate advanced telecommunications technologies and applications that will benefit the public sector. Established under the auspices of the school's Community Information and Technology Institute (CITI), the Center for Excellence in Broadband Applications (CEBA) will also provide information studies undergraduate and graduate students with unprecedented opportunities to work with leading marketplace technologies, study technology transfer issues, and develop advanced information technology applications and solutions for the public sector.



"CEBA will be a focal point for information about these technologies and how new technologies could be adopted by government agencies, health care institutions, the education community, and other nongovernmental organizations," says Professor Murali Venkatesh, director of CITI. "Through education and demonstrations, decision-makers in government and community organizations will become more aware of available broadband technologies, applications, and services."

Alcatel, which builds next-generation voice and data networks, will provide a \$200,000 grant to CITI to establish the center, as well as advanced broadband equipment, and other devices used to build and access high-speed telecommunications networks.

The idea for a center like CEBA grew out of research CITI conducted last year for the New York State Office of Technology, which looked at broadband community network development in Central New York. "We found a low level of knowledge about broadband networking among people who make major investment decisions about technology solutions for their organizations," Venkatesh says. "We recommended establishing a new technology cell as a focal point for testing and disseminating information about broadband technology."

One CEBA project will incorporate Alcatel Internet security solutions into a Syracuse MetroNet video test-bed project CITI is conducting with the Onondaga County Department of Social Services and SUNY Upstate Medical University. Video test-bed projects will enable community agencies to test a low-cost, high-speed video-conferencing system that uses ordinary telephone lines and the Internet. "Through its involvement in such projects, CEBA will be a tremendous asset not only to the public sector, but also to the school's undergraduate and graduate programs," Venkatesh says. "The lab will provide students with new opportunities for learning. It is important that we teach the next generation of information technology leaders to think creatively about this technology."

—JUDY HOLMES



college of Law

CLINICAL PROGRAMS ENCOURAGE STUDENTS TO DEVELOP SKILLS IN PROFESSIONAL SETTINGS

After a year of law school, Jessica Birkahn had no idea in which area of law she would specialize. Textbooks and lectures gave her only a vague idea of actual practice, making it difficult to decide what most interested her. Then the law school's Advocacy Externship Program placed her in the busy Onondaga County Attorney's Office full-time for six weeks this past summer and for 12 to 15 hours each week this semester. "It's been fantastic," says the Rochester, New York, native. "I've had the opportunity to write motions, help with discovery demands [requests from opposing legal teams to share information], and do tons of research using books and the Internet. I'm putting into practice theories I learned in class."

The College of Law's Office of Clinical Programs offers four kinds of externships, each giving students a firsthand look at a different area of law. The advocacy externship places them with local governmental offices, including the U.S. Attorney's Office in Syracuse. Through the judicial externship, students work directly with federal, state, bankruptcy, and family court judges. The public interest externship offers placements with Legal Services of Central New York, Hiscock Legal Aid, and Oneida Indian Nation Legal Services. And the Washington, D.C., summer externship places students in congressional offices, federal government agencies, and national public interest and civil rights organizations.

Law professor Arlene S. Kanter, the school's director of clinical legal education, says the programs introduce students to a lawyer's role as responsible, ethical decision-maker and help them recognize the array of choices in every lawyering or judicial task. Externships develop students' capacity for self-critique, self-assessment, and self-instruction, she says, noting participants are required to keep personal journals in which they reflect on their experiences. Finally, the externships expose them to the conflicts, confusion, uncertainties, and constraints of the profession. "There is no better place to receive a reality check than the busy local law offices of the U.S. attorney or Legal Aid," she says.

Birkahn appreciated the insights her externship offered. "Television would have you believe that lawyers spend much of their time in court," she says. "Most of their days are filled with research and writing. If nothing else, the externship lets you see what you're really going to do."

Dan Robb, administrative officer for the county attorney's office, says he is pleased with the caliber of SU law students, noting Birkahn works well without supervision. "You give her a task and it's completed," he says. "We're short on attorneys, and it means a great deal to be able to free them up from the basic research and writing."

Birkahn still hasn't decided what kind of law she'll practice, but she believes her externship experience will help her decide when the time comes. "The externship is an invaluable experience," she says. "I would have been scared to go out into the working world with just my law degree—and I know I'd want my own lawyer to have some actual hands-on experience before going into practice."

—GARY PALLASSINO



school of Management

OBERWAGER PRIZE REWARDS FACULTY FOR HELPING STUDENTS REACH THEIR POTENTIAL

Elet Callahan G'84 loves teaching in the School of Management, and it shows—in the spirited way she motivates students to do their best, in the open way she encourages them to drop by her office to chat, in the caring way she remembers to give them lollipops on their birthdays. It's no wonder then that one of those students nominated Callahan for the Oberwager Prize, established by Burn Oberwager '68 to reward School of Management faculty members who are a positive influence on students.

The first two Oberwager Prizes were awarded last spring to Callahan, a professor of law and public policy, and Scott Webster, a professor of operations management. Callahan didn't know she'd been nominated for the prize until School of Management Dean George Burman called to tell her she'd won. "It's gratifying to have been nominated by one of my students," Callahan says. "The School of Management is small enough for me to get to know students well and keep in regular contact with them throughout their academic and professional careers. I get a huge kick out of hearing from former students."

Webster was also surprised to learn he'd won the award. "I'm honored to be one of the first faculty members chosen to receive an Oberwager Prize," he says. "I thank Mr. Oberwager for his generosity and for giving me the flexibility to implement ideas that benefit my students. His gift is truly inspiring, and I know the award will have a significant impact on the School of Management in years to come."

For the next four years, junior and senior management students will be invited to nominate faculty to receive Oberwager Prizes. A small committee, headed by Dean Burman, reviews nominations and selects annual recipients. "The Oberwager Prizes give me a remarkable opportunity to motivate and reward faculty for helping students achieve the full potential of their talent and promise," Burman says. "The prize money is a significant incentive in helping faculty grow as mentors, scholars, and teachers, which in turn has a positive impact on our students."

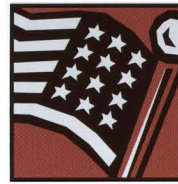
The \$10,000 award that accompanies each Oberwager Prize is used for professional development and other academic purposes. Callahan and Webster agree that the prize money should increase informal interactions between faculty members and students. "Scott and I are exploring various ways to use the prize money to actively promote social and mentoring connections between faculty and students," Callahan says. "Students need to realize that someone is paying attention and cares about them as individuals."

—CHRISTINE YACKEL



Management professors Elet Callahan and Scott Webster received Oberwager Prizes.

dave revette



Maxwell school of citizenship & public affairs

PROFESSOR EXPLORES IMPACT OF GI BILL OF RIGHTS ON VETERANS' LIVES

Created in 1944, the GI Bill of Rights was intended to help millions of returning World War II veterans readjust to civilian life, through unemployment allowances, loans, and educational and training benefits. But according to political science professor Suzanne Mettler, the program had a deeper effect that the government may not have foreseen: It fostered a strong sense of civic duty in the men and women who took part. "Today people lament the decline of civic life and look back to this period as a great heyday," she says. "We usually think it has to do with people having different values or moral upbringings back then, but my findings suggest it had something to do with the government as well."

Mettler began studying the GI Bill's educational provisions several years ago, while researching how people understand their rights, responsibilities, and obligations as American citizens. Many who benefited from public policy initiatives, she says, defined these roles based on their interaction with the government. "Americans tend to be skeptical of government programs," she says. "But if you bring up the GI Bill, all you hear are accolades. People thought of it as an important program that made a huge difference in their lives."

Veterans of the Korean and Vietnam wars had similar programs, and the Montgomery GI Bill was created in the 1980s for recruitment purposes. But Mettler says none were as generous as the original, with its full tuition allowance for up to four years of college or vocational training, and stipends for living expenses. "Many of these veterans were married and had children, yet they still managed to acquire additional education," she says. "It was an amazing program."

Mettler set out to learn about the GI Bill's social and economic implications, as well as its effect on civic life and politics. Using mailing lists from military unit associations, she surveyed hundreds of veterans. She also sent surveys to veterans and non-veterans who were 1949 graduates of 12 universities and colleges, including SU. She then interviewed many of the respondents. Of the survey respondents who used the GI Bill, 63 percent said they would not otherwise have gone to college or taken vocational training. Many others said it would have taken them much longer to get an education.

Mettler also found a wide range of socioeconomic backgrounds among GI Bill veterans. "Many of them were the children of immigrants, or lived in small, rural places, and mining towns," she says. "Their parents always told them, 'I want you to do better than I did,' and really encouraged them to get an education any way they could. Then along came the GI Bill."

Mettler found that people who benefited from the program went on to become active in community and civic organizations, and were more politically active than their peers. "People had a positive experience with government through the GI Bill," she says, "and they became much more incorporated as citizens because of it."

—GARY PALLASSINO

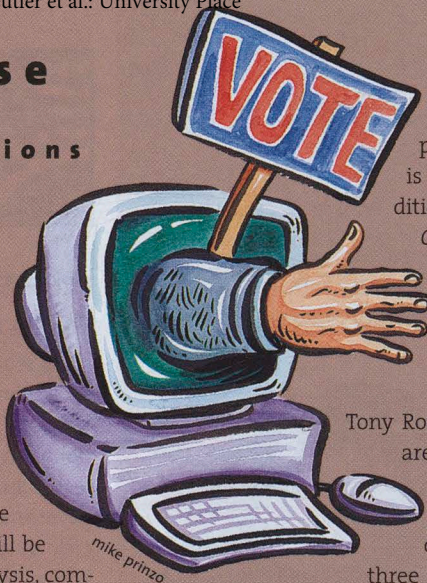


S.I. Newhouse school of public communications

RESEARCH TEAM EXAMINES INTERNET'S ROLE IN PRESIDENTIAL RACE

American politics has embraced the Internet, from a Texas woman who diligently posts candidates' position papers on her web site, to the official sites of the Republican and Democratic parties. A group of Newhouse professors is studying the Internet's impact on the 2000 presidential race, and will publish the results in a book aimed at a general audience. "There will be many books published that do some sort of conflict analysis, compare this web site to that one, how often they changed, and so on," says television-radio-film professor Larry Elin. "Nobody cares about that except the academics. We need to take that information and figure out what it really means in terms of the electoral process and democracy, and what it might portend for the future."

Seven professors, a doctoral student, and six undergraduate students are working on the project, which was the idea of Newhouse Dean David Rubin. The group's research interests range from politics to technology, reflecting the school's various disciplines. "We're a communications school, and the media are a major component of the democratic process," Elin says. "The role the Internet plays in the democratic process is unexplored ground." The group's mem-



mike prinzo

bers have carved out their own niches in the project. Broadcast journalism professor Barbara Fought, for instance, is researching how web sites run by traditional media, such as *ABCNews.com* and *CNN.com*, covered the campaigns. Others are looking at Internet-only media sites, such as *Salon.com*, and the sites of political activists, parties, and the presidential candidates.

Newspaper professor Steve Davis and Tony Ronzio '01 are interviewing voters who are both political "junkies" and heavy Internet users. "They're a select group, not just the first people to come along," Davis says. "It took two or three months of calling, pleading, and re-

search to get the group as demographically representative as possible." Ronzio, who is majoring in magazine journalism and history, looked at what these political junkies publish on the web. "You can put whatever you want out there," he says. "You can put your position papers on a site, you can have a movie file of George W. Bush picking his nose—you can do whatever you want, and people have."

Along with a planned online survey of 1,000 people, Davis and Ronzio's research will help determine how much—if at all—the Internet is changing the face of democracy. "The biggest question is: Is the Internet making a difference?" Davis says. "Or is it just going to be an online version of C-Span, which serves a very select group of people?"

—GARY PALLASSINO



college of Nursing

HEALTH IMPROVEMENT PROJECT ENHANCES TEENAGE GIRLS' KNOWLEDGE OF HIV

There is nothing "hip" about sexually transmitted diseases. In fact, College of Nursing professor Dianne Morrison-Beedy wants to help young women become more knowledgeable about ways to avoid getting infected with the deadliest of all sexually transmitted diseases—HIV. That's why she created the Health Improvement Project (HIP) for teens, a prevention and intervention program that targets sexually active adolescent girls ages 15-19 who are at high risk for HIV infection. The program is an adaptation of an HIV prevention project for adults developed by Michael Carey, director of SU's Center for Health and Behavior.

Before joining the College of Nursing faculty, Morrison-Beedy worked with this susceptible age group for more than 20 years as a women's health nurse practitioner. "Teenage girls tend to live in the here-and-now and don't think much about future repercussions of unsafe sex," Morrison-Beedy says, "including the possibility of getting pregnant and infecting their unborn babies with HIV."

The three-year study, "Motivational HIV Prevention Intervention for Young Women," is funded by a grant from the National Institute of Nursing Research, a division of the National Institutes

of Health. HIP seeks to discover the best way to recruit adolescent females into a prevention program and then develop an effective intervention protocol that can be carried out with large groups of young women. The project's ultimate goal is to decrease risky sexual behavior and promote healthy behavior.

Recent studies show an alarming rise in unsafe sex practices among high school students, yet most HIV education programs focus on adults. As one of the few researchers studying the sexual behavior of teenage girls, Morrison-Beedy aims to empower them to look out for themselves through effective communication and life skills. "We're currently conducting a series of focus groups to determine how best to help teenage girls acquire the negotiation skills they'll need to avoid unsafe sexual behavior. These are the skills they'll need to survive," says Morrison-Beedy, who is being assisted by a team of SU students and faculty. They are working on the project in cooperation with various family planning and adolescent health care services within the City of Syracuse and Onondaga County.

In the near future, HIP may have an impact far beyond the borders of Syracuse and Onondaga County. A nursing student currently involved with the project is from Malawi, and Morrison-Beedy hopes the student will return home armed with new knowledge about HIV prevention to help fight the war against the HIV/AIDS epidemic that's ravaging the African continent. "No matter the country or culture," Morrison-Beedy says, "teenage girls must be taught how to safely negotiate their way through pressures and temptations to engage in sexual behavior that may be hazardous to their health."

—CHRISTINE YACKEL



FORUMS LOOK AT NEW WAYS TO FOSTER COLLABORATIVE COMMUNITY PARTNERSHIPS

The School of Social Work and the Rosamond Gifford Charitable Corporation have launched a unique partnership to promote collaboration among diverse community groups. Through a series of town meetings called the Rosamond Gifford Community Exchange Forums, they hope to identify the ingredients needed to foster successful partnerships that will bring about positive change in the community. "We also hope the forums can serve as a resource for successful collaborative efforts already functioning in the community," says Gifford Foundation program director Kathy Goldfarb.

In spring 1999, the School of Social Work received a \$420,000 grant from the Syracuse-based Gifford Foundation to organize a series of forums featuring nationally recognized experts in collaboration and community building. "Collaboration is an illusive term that has negative connotations for many in the community," Goldfarb says. "Someone from the outside can bring a fresh perspective to an issue and help neutralize turf battles."

The forum's kickoff dinner last fall featured keynote speaker Geoffrey Canada, a national expert on issues concerning violence, children, and community development. The following day, Canada led members of Syracuse's Youth Violence Task Force and other com-

munity members in a town meeting to discuss ways of addressing the city's growing youth violence problem. Canada also facilitated an interactive forum for 30 local human service agencies, encouraging participants to pinpoint barriers hindering collaboration. "Many groups, trying to make sense out of the same critical issue, have never been in one place together," says Keith Alford, social work professor and project director. "This was an important first step toward breaking down barriers and building trust."

Following the kickoff dinner, the forum's advisory committee invited Denys Candy, a practitioner and scholar of effective collaboration, to meet with local groups to provide basic guidelines for successful collaboration. Candy says a community must first define exactly what it wants to do, and what specific goals it wants to achieve. Then it must assess the current reality, both good and bad, before developing a plan to move forward. He also encourages organizations to define mechanisms for accountability and conflict management to establish trust. "Candy has helped us lay the groundwork for possible collaborations around serious community issues," Alford says. "His ability to bridge rhetoric and action is so effective, we intend to bring him back as a consultant throughout the forum series."

Mary Ann Higgins, a national expert on federal policy issues surrounding children and families, spoke at the September forum on fostering collaboration associated with welfare and work. The remaining two events, scheduled for March and June 2001, will focus on educational enhancement and building a unified community. "If we can all begin to view the term 'collaboration' as positive," Alford says, "then the Community Exchange Forums will have been a success."

—CHRISTINE YACKEL



MADRIGAL DINNER OFFERS THE BEAUTY AND MAGIC OF THE HOLIDAY SEASON

From the boar's head procession to the candlelight recession, Syracuse University's Madrigal Dinner blends tradition and improvisation into an evening of festive merrymaking. For three December nights, students from the College of Visual and Performing Arts (VPA) transform Goldstein Auditorium into a medieval banquet hall, where jugglers, jesters, and lords and ladies of the realm entertain dinner guests. The University Singers act as hosts of the event, performing ceremonial music and Renaissance songs throughout the evening. "The singers devote hours of rehearsal time leading up to performance week and spend six consecutive nights during the last week of classes mounting and performing the production," says music professor G. Burton Harbison. "The schedule is intense, but it all seems worth it when they bond as a group and achieve a rare quality of music-making."

A group of student volunteers writes the Madrigal Dinner script, which weaves in and out of the formal musical pieces. Students from the Improv Group, University Union TV, and the SU Juggling Club perform the script like a television sitcom. Unwitting audience members become involved in the story as the singers and cast of quirky charac-

ters lead them in a lively rendition of the *Twelve Days of Christmas*.

The current Madrigal Dinner is the invention of Harbison and student activities director Michael Elmore. This December marked the fifth year that the two co-produced the event. "I pull together the script, actors, sets, costumes, and food, while Burt selects the choral pieces, rehearses the singers, and coordinates the early music ensemble," Elmore says. "All the other people involved in the production are Syracuse University students."

Many SU staff members celebrate the holiday season at the Madrigal Dinner in place of the usual office party. Pamela Heintz, director of the Center for Public and Community Service, treats her staff to the event as a way of thanking them for their hard work throughout the year. "I look forward to the Madrigal Dinner with great anticipation because my staff members and I always have so much fun together," she says. "The University Singers are exceptional musicians who combine the randiness of the times with the beauty of the season—the final *Silent Night* always brings tears to my eyes."

—CHRISTINE YACKEL



courtesy of michael elmore

The Madrigal Dinner is a festive occasion for members of the University community.